

Little Oak Trees Preschool

Leicester Forest Cricket Club, Hinckley Road, Leicester Forest East, LEICESTER, LE3 3PJ



Inspection date

Previous inspection date

5 December 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers have established a strong staff team. They are ambitious and are eager for all children to achieve well and develop a positive attitude towards learning. Managers and staff work well together. They are highly focused on continuous improvements and providing high-quality care and learning experiences for children.
- Children and their parents are warmly welcomed into the pre-school. Children settle quickly, are happy, confident and secure. They develop strong bonds with staff and each other. Staff know children very well and provide a rich and stimulating environment that reflects their needs and interests.
- Children benefit from lots of opportunities to be active and develop their physical skills. They play in the well-resourced outdoor play areas, and take part in multi-sports sessions. Children listen to instructions, and learn about the impact of exercise on their bodies.
- Managers and staff have established effective partnerships with others. For example, they link with other professionals, settings, and local schools. They share information to effectively promote continuity in children's learning and care.

It is not yet outstanding because:

- Procedures to compare the progress and achievements made by different groups of children to help them attain the highest levels are not fully embedded.
- Occasionally, some adult-led activities are not as meticulously well planned as others, so that all children benefit from the experience and ensure their full involvement.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- build on the arrangements for comparing the progress and achievements made by different groups of children and use the information to help all children achieve at the best possible level
- fine tune the planning of adult-led activities to further enhance children's learning experiences and full involvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of teaching and learning with the manager.
- The inspector discussed planning and children's progress with key-person's and the manager. She discussed staff suitability and qualifications, and the setting's plans for ongoing improvements.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Claire Jenner

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff demonstrate a strong commitment to ensuring a safe environment and protecting children from harm. They know how to identify and follow up concerns about a child's welfare. Vetting and induction procedures are effective. They help to ensure staff are suitable and understand their roles. Managers and staff meet regularly as a team to discuss and share their knowledge and skills. In addition, the manager observes staff and gives them feedback to help them improve the quality of their teaching. The views of staff, children, and parents are sought and acted upon. Parents comment very positively about the pre-school. They say that the staff at the setting are wonderful and that their children have progressed very well at the pre-school.

Quality of teaching, learning and assessment is good

Staff are qualified and enthusiastic. They gather detailed information from parents when children first start, and use their ongoing observations to assess what children can do and need to do next. Overall, staff plan and provide a good range of stimulating activities. Children are motivated to join in and enjoy their learning. The quality of teaching is consistently strong. Staff listen to and respond positively to children's ideas. For example, role play in the home corner is extended by the addition of a cardboard box toy aeroplane which they use to pretend to go on a trip to Spain. Younger children show their excitement as they open packets of rice and noodles, pretending make dinner. Staff effectively support children's communication skills. They frequently use sign language and picture cards to support all children's involvement and understanding.

Personal development, behaviour and welfare are good

Children behave well. Staff use positive methods that help children to understand what is expected of them. Children readily stop and listen when staff prompt them that it will be five minutes until tidy-up time. Children play cooperatively with their friends and work together during activities. For example, they use tools to chip away at an ice block to free toy animals trapped inside. Staff organise interesting opportunities to help children learn about people and their community. For example, talks from local police officers and activities linked to different cultures and celebrations. Staff are conscientious about children's health. They work with parents to ensure children benefit from a healthy diet. In addition, staff share their knowledge gained from training. For example, they promote good oral health.

Outcomes for children are good

Children make good progress from their starting points and are well prepared for their next stage in learning. Young children quickly develop their confidence and independence. Older children recognise their names and begin to write them correctly. Children learn to use mathematics as they count and compare the size of toy dinosaurs. Children concentrate well as they listen to stories and sing favourite songs with great enthusiasm during well-planned circle times.

Setting details

Unique reference number	EY492820
Local authority	Leicestershire
Inspection number	1024699
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	46
Name of registered person	Little Oak Trees Pre-school Partnership
Registered person unique reference number	RP533726
Date of previous inspection	Not applicable
Telephone number	07890139222

Little Oak Trees Preschool re-registered in 2015 and operates from a cricket club in Leicester Forest East. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday 9am to 3pm, during term time only.

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